

Unit: The American Civil War

Description: The American Civil War is a time period of history when this nation was torn apart. The war demonstrates one of our darkest hours in history. It also demonstrates some of our most finest hours of heroism. It shows a time period when the every day man demonstrated kindness, patriotism, loyalty and more. It is best summarized by using the opening lines of a book about a completely different subject. "It was the best of times and it was the worst of times." It was a time when men on both sides were not afraid to stand up for what they believed in. It was also a time when a great many men lost their lives when issues could not be decided by compromise or words.

Grade Level and Content Area: United States History for 11th Graders

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SETTING

Where/When does this unit fit into your larger curriculum map? This unit is taught at the beginning of the school year during the students junior year during US History II: Civil War to the Present.

What skills and knowledge will students need *before* beginning this unit? The students will come to Dirigo High School with some knowledge of the civil war and its impact on our country. For this unit of study, students will have to be familiar with primary resources and how to evaluate them. Students need to come to this course with the knowledge of researching on the internet. They also need to be able to identify the difference between reliable websites and unreliable websites.

What are the unit goals? The goals of the Union are as followed:

- Students will examine the causes of the civil war and their impact on the country. They will focus on the following documents:
 - The Compromise of 1820
 - The Compromise of 1850
 - The Kansas-Nebraska Act
 - The Election of 1860 (Platforms of the Southern Democrats, Republicans, Northern Democrats, and the Constitutional Union Party)
- Students will work in groups collaboratively and make presentations in front of the class.
- Students will create individual binders over a particular battle or theme around the American Civil War. Each student will create a handout to be presented to their classmates.
- Students will use the internet as well as a book provided by the teacher to complete research on an assigned topic.
- Students will define and locate examples of what a good leader is. They will use this information to examine a leader of the civil war. They will evaluate whether the individual they selected the skills of a leader through a paper.

What is the timeframe? Classes at Dirigo High School are held every other day for 80 minutes. This unit will take four weeks.

UNIT SCAFFOLD

Enduring Understanding(s): This unit is grounded in what big idea(s)?

What is the cost of freedom

Essential Questions: What questions frame this unit and guide student inquiry?

- What happens when belief systems of societies and individuals come into conflict?
- How does an individual's point of view affect the way they deal with conflict?
- How does conflict influence an individual's decisions and actions?

STUDENT LEARNING OBJECTIVES

What will students know?

- Students will be able to identify causes for the American Civil War
- Students will evaluate the effectiveness of four major compromises of the country before the civil war.
- Students will be able to present their findings about the effectiveness of the documents orally using maps and charts.
- Students will create folders over a battle, northern soldier, southern soldier or an overview of the Civil War.
- Students will create a overview of their battlefield, soldiers life or the Civil War.
- Students will be able to evaluate the leadership skills of a person from the Civil War.

What skills will students demonstrate? Through this unit the students will demonstrate the following:

- How to use and access a textbook.
- Researching using the internet and other sources.
- Being able to present orally.
- Being an active member of a group.
- Using maps and charts to demonstrate learning.
- Evaluating leadership traits and people of the Civil War.

What performance standards are addressed?

E.1 Historical Knowledge, Concepts, Themes, and Patterns.

Students understand major eras, major enduring themes, and historical influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

- a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.

E.2 Individual, Cultural, International, and Global Connections in History.

Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.

- a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.

EVIDENCE OF LEARNING:

Assessment/Performance Task/Project

- Worksheet over the causes of the American Civil War

Knowledge: From this activity students will review the material they learned at the end of last school year. They will use their textbooks to identify a list of people, places, definitions, and events that lead to the American Civil War.

Skill: Students need to use a textbook: index, glossary, and chapters to locate the answers. All of the answers appear in the books.

Materials per Class: The students will need a textbook, writing utensil, and a worksheet over the Causes of the American Civil War.

Materials per Student: The students will need a textbook, writing utensils, and a worksheet over the Causes of the American Civil War.

Differentiated Strategy: A paraprofessional is in the classroom to help those students who need aid with the materials. Modification will be made on this assignment based upon the students IEPs

Assessment/Performance Task/Project

- Project over four major documents. The students will complete document analysis, map over the topic, poster presentations and an oral presentation.

Knowledge: Students will become familiar with one of the compromises that were tried to stop a conflict from coming. Students will complete poster presentations for their classmates as well as a map to demonstrate their topic.

Skill: Geography, Speaking, Reading, Writing, and coloring.

Material per Class: Students will need access to colored pencils, poster board, documents, the assignment worksheet, the rubric, the map worksheet and workspace for a group.

Material per Student: Students will need a copy of their documents, colored pencils, workspace, and their individual worksheets.

Differentiated Strategy: Students have access to both the paraprofessional and the teacher in the room. They also have access to their group members. Students will work within the group and will complete the tasks that are their strengths. Further modifications will be made as needed.

Assessment/Performance Task/Project

- Individual project over a battle of the American Civil War. Students will also have the opportunity to complete a project over the troops of the north or the south. Students will complete a one page graphic organizer over their map and present it to the class.

Knowledge: Through this activity students will have the opportunity to learn more about a specific battle or group of people of the American Civil War.

Skill: Students will use researching, summarizing, and mapping skills.

Material per Class: The students will need access to computers, the mini-books on their specific battles, and the materials to prepare their folders.

Material per Student: The students will need access to computers and materials to make their own mini-books.

Differentiated Strategy: Modifications will be made based on the students IEP.

Assessment/Performance Task/Project

- Students will determine what are good leadership skills and write a paper about whether or not a particular person from the Civil War had those skills.

Knowledge: Through this activity students will have the opportunity to compare leadership skills of today with a person from the Civil War Period. Students will be able to use computers to research and write their papers.

Material per Class: Students will need access to computers and the Internet.

Material per Student: Students will need access to computers.

Differentiated Strategy: Modifications will be made based upon the students IEP.

LEARNING PLAN:

Day One:

- Start of school activities: Expectations, Rules and Procedures
- Review Worksheet over the Causes of the American Civil War.

Day Two:

- All students to have time to work on the review sheet.
- Start going over the review worksheet over the Causes of the Civil War

Day Three:

- Finish reviewing the Causes of the American Civil War.
- Assign Project Number 1: Students will work in groups to examine a document that tried to stop the American Civil War. Students will complete maps, document review sheets and a poster presentation.

Day Four:

- Give groups the opportunity to work on their projects.

Day Five:

- Give groups the opportunity to finalize their projects
- Students will present their projects over four documents that tried to stop the Civil War from happening.

Day Six:

- Assign Project Number 2: Students will work independently on this activity. Students will read a book about a particular battle and summarize key information from the book for their classmates. They will put together a binder of information and will complete a graphic organizer for their classmate.
- Students will have access to computers as well and their individual books.

Day Seven and Eight:

- Students will have the opportunity to work on their projects.

Day Nine:

- Students will finalize their projects and will turn in their papers.
- Graphic Organizers will be presented to classmates.

Day Ten:

- The students will take a quiz based over the graphic organizers that the students created.
- Classroom discussion over what are the qualities of a leader.
- Homework: Read article "Seven Qualities of a Good Leader"

Day Eleven:

- Discuss the seven qualities.
- Assignment: Pick one of the leaders from the worksheet. Using your knowledge of what makes a good leader determine whether or not your selection was a good leader.

Day Twelve and Thirteen:

- Students will have access to computers to research their candidates and write their papers.

Day Fourteen:

- Students will present their opinions on their Civil War leaders with support.

MATERIALS AND RESOURCES:

Students will need access to the following documents:

The Compromise of 1820
The Fugitive Slave Act
The Compromise of 1850
The Kansas-Nebraska Act
The Democratic Platform of 1860
The Republican Platform of 1860,
The Constitutional Union Party Platform of 1860.

Students will need the following books:

Davis, William C. The First Battle of Manassas. Eastern National: 1995.
Robertson, James Jr. The Civil War's Common Soldier. Eastern National: 2006.
Castel, Albert. CWS Atlanta. Eastern National: 1996
Gallagher, Gary W. CWS Chancellorsville. Eastern National: 2007
CWS Concise History of the Civil War. Eastern National:
Trudeau, Noah Andre. CWS Petersburg. Eastern National: 1995
Miller, William. CWS Richmond. Eastern National: 1996.
Daniel, Larry J. CWS Shiloh. Eastern National: 1998.
Ballard, Michael. CWS Vicksburg. Eastern National: 1996.
Rhea, Gordon C. CWS Wilderness & Spotsylvania. Eastern National: 2007
Pfan, Harry W. Gettysburg. Eastern National 2006

REFERENCES:

1. Pictures, Knowledge and books gained through my summer professional development experience.

2. The Materials listed above.